

Introduction

Course components

Students' Book overview

- ▶ *Discover English 2 Students' Book* contains ten units and a shorter Starter Unit at the beginning.
- ▶ The Starter Unit introduces the Discovery Web team and deals with basic grammar and vocabulary points. It provides a motivating, practical starting point for the school year.
- ▶ Units 1 to 10 consist of an opening page followed by five lessons, a–e.
- ▶ The opening page in each unit introduces key vocabulary, while language items are introduced and practised in lessons a and b with one of the lessons based on the Discovery Web children. Lesson c in each unit features the *Adventure Island* cartoon, and lesson d or e in each unit consists of a revision lesson, *Let's Revise!* Finally, every other unit contains a *Discover Skills* or a *Discover Culture* lesson.
- ▶ There is a *Discover extra words* feature which motivates students to develop their vocabulary.
- ▶ There is a *word list* on page 125–127 featuring key vocabulary introduced in each unit.

Teacher's Book overview

The comprehensive *Teacher's Book* contains:

- ▶ concise teaching notes for each lesson
- ▶ all the *Students' Book* pages
- ▶ *Students' Book* and *Workbook answer keys*
- ▶ *Test Book answer key*
- ▶ *Students' Book transcripts* where necessary
- ▶ one *photocopiable grammar worksheet* with consolidation and extension activities for each of the ten units. Both have teacher's notes and answer keys
- ▶ one *photocopiable resource* for each unit of the ten units with teacher's notes and answer keys
- ▶ two *extra photocopiable resources* to use at the beginning of the school year
- ▶ one *extra photocopiable resource* to use at the end of the school year
- ▶ three *photocopiable festival worksheets* – Harvest Festival, Pizzafest and the Queen's Birthday.

Workbook overview

The *Workbook* contains:

- ▶ grammar, vocabulary and skills exercises which provide thorough consolidation and practice for each unit in the *Students' Book*
- ▶ a starring system of one to three stars for level of difficulty on the grammar exercises for flexibility
- ▶ exercises to practise the extra words from the *Students' Book*
- ▶ a page of stickers.

It can be used for homework or, alternatively, can be used in class as additional revision material. It could also be used to help deal with fast finishers.

Audio CD

- ▶ The class audio CD (three CDs) contains all the dialogues and texts from the *Students' Book*.
- ▶ Exercises involving listening are very easy to manage as all track numbers are shown next to the relevant exercise on the page.

Students' Multi-ROM

The *Students' Multi-ROM* contains audio of the *Students' Book* dialogues and texts, as well as lots of additional practice material in a very easy-to-follow format which is ideal for motivating self-access. Students simply need to:

- ▶ start the Multi-ROM
- ▶ choose a unit (1–10) from the menu down the side of the screen
- ▶ choose a practice activity. Activity types include: games, word squares and anagrams
- ▶ check their own answers.

Students can keep track of their progress with a learner diary.

If your school has computer facilities, you could book them at the beginning of the year to teach students how to use the Multi-ROM.

Test Book and Testmaster CD-ROM

- ▶ The *Test Book* contains two *progress tests* for each unit, 'Student A' and 'Student B'. Each test covers the lexis, grammar and functional areas taught in the *Students' Book* unit. The two unit tests cover

exactly the same material and use exactly the same question-types. There are two versions to help you deal with the unfortunate classroom reality of cheating; give Student A and Student B tests to students sitting next to each other. Alternatively, you may like to use one of the tests as a diagnostic test at the beginning of the unit and the other as a final unit progress test.

- ▶ There are also Student A and Student B *skills tests* every two units, providing assessment of listening, reading, writing and speaking. These are extremely easy to use as they are adapted to your classroom reality. The tests begin with a listening test and finish with a short, easy-to-manage speaking test.
- ▶ Finally, a Student A and Student B *end of year test* facilitates assessment across a longer time period. They are especially easy to use as they follow exactly the same format as the *progress tests*.
- ▶ A marking grid for all tests is also provided for you to record your students' marks.
- ▶ In order to help you adapt material to your own classroom context and to provide as much flexibility as possible, all the tests are provided as editable Word documents on the *Testmaster CD-ROM*.

Students' Book features

Discover Words

- ▶ *Discover Words* introduces important topic and other target vocabulary. Each unit begins with *Discover Words*, and there are regular *Discover Words* spots throughout the book. *Discover Words* is easy to use both with students with no prior knowledge and with students who may already know some of the target words. Pictures and photos are often used to present language. Students are asked to do a variety of tasks such as matching, labelling, ordering, listening and repeating target items in order to standardise pronunciation.

Grammar

- ▶ *Discover English 2* teaches grammar by first introducing it in a meaningful context connected to the unit topic. For example, students may be asked to read and listen to texts they can easily relate to containing the target language such as dialogues, web texts, diaries and letters. Their understanding of the context and grammar is checked by different kinds of comprehension questions, e.g. true/false questions.

- ▶ Separate *grammar boxes* provide examples of the structure being taught. There are also plenty of practice exercises to consolidate understanding and give students the opportunity to manipulate the structure in question.
- ▶ Regular writing and speaking exercises are designed to provide students with the opportunity to practise the new language they have learned.

Discovery Web

- ▶ The photographic characters in *Discover English 2* are Monica, Ben, Katie and Ravi. They all contribute to their website – *Discovery Web*.
- ▶ In lessons a and b of each unit, we see the characters working towards their next web page, which is based on the topic of the unit. This is portrayed either through a dialogue or through texts, both of which feature the target language structures for each unit.

Adventure Island cartoon

- ▶ Lesson c in each unit features a different episode of *Adventure Island*, which is great fun! It's about two children, Danny and AJ, who are shipwrecked and find themselves living on Adventure Island. Unfortunately Bonzo, their dog, doesn't get on very well with Nipper, the crab the children make friends with. The story connects with the unit topics through location and context, and provides a motivating vehicle for presentation and recycling of grammar and vocabulary.
- ▶ As part of the idea of students discovering English, there is a note from Nipper to read and interpret in each unit; the students really have to think about vocabulary and sentence structure to help them understand the crab's difficult writing.

Discover Skills

- ▶ Although listening, speaking, reading and writing are systematically dealt with throughout the course, there is a special *Discover Skills* lesson in units 1, 3, 5, 7 and 9 which aims to offer further, focused practice in each skill. No new grammar is introduced in these lessons. Content is connected to the unit topic, and it encourages students to discover more about the world around them in a variety of international cultural contexts.

Discover Culture

- ▶ Units 2, 4, 6, 8 and 10 contain a skills-based *Discover Culture* lesson. A variety of reading and listening texts provide information about different aspects of life in Britain or the USA, or deal with

a theme related to the unit topic. They encourage students to reflect upon differences between their own culture and life in the UK and USA. Unit 6 provides extra information about the unit topic, *Space*.

Let's Revise!

- ▶ *Let's Revise!* provides a variety of exercise types to help students revise vocabulary, grammar, pronunciation and functions. There is a consolidation section in the *Let's Revise!* lesson in units 2, 4, 6, 8 and 10, which ends with a rap or song.
- ▶ In each *Let's Revise!* lesson there is also a *checklist* to encourage students to reflect upon their own learning.

Watch out!

- ▶ The regular *Watch out!* boxes focus on common areas of difficulty. The teacher's notes give ideas for integrating this into a lesson plan.

Talking Tips!

- ▶ There is also a motivating *Talking Tips!* exercise in lesson a or b of each unit.
- ▶ Each exercise focuses on two simple everyday expressions students of this age can relate to, which have already been included in a prior reading/listening text. In *Talking Tips!* students are asked to listen and repeat, and then to match each expression to a picture to check meaning.

Fun Zone

- ▶ The name *Fun Zone* speaks for itself! There are regular *Fun Zone* exercises throughout the book, which provide light-hearted grammar, vocabulary, listening and speaking practice. They also include songs, raps, puzzles and games.

Songs and raps

- ▶ There is either a song or a rap every unit. These are connected to the unit topic and grammar.
- ▶ This is very motivating for students of this age!

Fun facts

- ▶ Regular *Fun facts* provide extra interesting, light-hearted information linked to the text in the lesson in question. For example, see Unit 1b on page 13. You may occasionally need to help students with lexis or to translate. *Fun facts* provide an excellent starting point for discussion on a related topic.

Try this!

- ▶ Occasional *Try this!* boxes aim to help students become better learners. For example, see Unit 3d page 37.

Teacher's Book features

Format

- ▶ The *Teacher's Book* is very user friendly. All of the *Students' Book* pages are reduced in size and 'embedded' in the *Teacher's Book* pages. The *teaching notes* are written around the corresponding *Students' Book* page for easy reference, so it's almost impossible to lose your place!
- ▶ *Answers* are included on the *Students' Book* page, space permitting, or are included at the end of the notes on each exercise.
- ▶ *Tapescripts* are included at the end of the teacher's notes for each lesson if they don't appear on the *Students' Book* page itself.
- ▶ Notes and answers for the *grammar worksheets* and *photocopiable worksheet* resources at the back of the book are also very easy to find and to follow.

Teaching notes

- ▶ The *teaching notes* take you step by step through each stage of each lesson, not only providing you with a clear structure for the lesson but also with additional teaching ideas. They are designed to be flexible, taking mixed-ability classes and different learning styles into account throughout.

Culture notes

- ▶ Occasional *Culture notes* provide information about aspects of British culture which you may not be so familiar with, or provide other general background information to the unit topic, in order to help you deal with students' questions.

Suggestions

- ▶ Regular *Suggestions* for alternative classroom procedures, extension ideas or extra activities/games are an important feature of the teaching notes, as they help you adapt material to your class's needs.

Fast finishers

- ▶ Dealing with *Fast finishers* is something all teachers have to do, even in a relatively homogeneous class. The teaching notes offer you ideas to help you cater for them.

Tips

- ▶ Regular tips serve to remind you of important classroom management issues which relate to the lesson in question.

Grammar worksheets

- ▶ The consolidation and extension *grammar worksheets* (pages 137–146) are important tools to help you deal with mixed-ability classes. Give consolidation worksheets to weak students, and extension worksheets to students who need to be stretched. Both can be used during the class as an alternative or addition to *Students' Book* material, or for homework. You could also use them with fast finishers.

Photocopiable resources

- ▶ The *photocopiable worksheets* (pages 155–164) provide a variety of extra practice and extension resources for each unit. Remember that you must use them after the target language has been taught. They could also be used for revision purposes.
- ▶ There are also two extra *photocopiable worksheets* (pages 153–154) which are designed to help you start the year. They are especially useful to help you diagnose your class profile and will help you prepare classes if your students haven't bought books on time.
- ▶ An end-of-year quiz, to be used after Unit 10 (page 165), helps students revise vocabulary and grammar from the course.

Festival photocopiable resources

- ▶ There are also three *photocopiable festival worksheets* (pages 166–168) which provide stimulating, motivating material to use each term. The festival worksheets are about Harvest Festival (term 1), Pizzafest (term 2) and the Queen's Birthday (term 3).

In the classroom

How to ... deal with mixed ability classes and students with learning difficulties

In addition to exploiting *Discover English 2* course resources to the full, remember to:

- ▶ get to know your class as fast as you can. Quickly establish which students need more help and in which area(s). You could use one of the *Discover English* progress tests A or B as an initial diagnostic test

- ▶ establish if a given student really is very weak or if there is another issue at play, e.g. does he or she suffer from an attention deficit condition or another problem such as dyslexia? Ask colleagues and maximise any opportunity you have for parent contact. If necessary alert your school
- ▶ give all students a sense of achievement, e.g. ask weak students easier questions and stretch strong students with more challenging ones. Try not to make it obvious though!
- ▶ use the star system in the *Discover English Workbook*. The grammar exercises are graded from one star (everybody can do this exercise) to three stars (a more challenging exercise for the stronger students)
- ▶ move on to freer practice activities with strong classes more quickly than with weak classes
- ▶ allow the students to work at their own pace when doing practice exercises or activities if your class is very mixed ability. Make sure all students always have something achievable to do
- ▶ take care with pairings. You can pair strong with strong, weak with weak, or strong with weak. Strong and weak students may work well together in very controlled activities, but in a freer activity, strong with strong may work better. If your classroom situation allows, it is a good idea to vary pairings from the beginning. Allocate tasks in group activities so the strong students don't always dominate. Weak students often work better in smaller groups
- ▶ allocate different homework tasks to students with learning difficulties, e.g. a simple copying task or a consolidation worksheet
- ▶ work through exercises with the whole class if it's a weak class
- ▶ consider giving a weak class Test A to do at home and Test B to do in class
- ▶ cater for the students' different learning styles and preferences by using a variety of activity types in each lesson. This will help even very weak students to feel they do something well. Here are some examples.
 - ... **Kinaesthetic learners** learn through movement. Some appropriate activities are: clapping rhythmically, acting out, pointing, miming and moving into and out of groups. For example, in lesson c of each unit the students act out an *Adventure Island* episode.
 - ... **Visual learners** learn through activities involving colour, pictures, diagrams and drawings. Regular wall displays or perhaps an

'English corner' are especially effective ways of motivating your visual learners.

... **Auditory learners** learn by listening to music, having discussions, doing listening exercises, and even silence, e.g. say: *Close your eyes for one minute and think about your favourite things.*

How to ... manage classes and deal with discipline

Dealing effectively with mixed ability class teaching using the above suggestions will help you avoid discipline problems; a demotivated or bored student is much more likely to behave badly. Here are a few extra ideas to help. Remember to:

- ▶ create clear classroom routines right from the beginning so students know what is expected of them in general, e.g. a simple warm up chant *Good morning/afternoon/evening* or write the date on the board
- ▶ involve students as much as possible as often as possible. *Personalisation* is a good way of doing this. Relate activities and exercises to their own reality, e.g. after reading a text about different films, ask students to name their own favourite film. Students love talking about themselves! *Discover English 2* contains regular personalisation exercises, e.g. in Unit 6, Exercise 6 (page 61), the students ask each other questions to find out which household chores they have to do. In the *Discover Culture* pages students are encouraged to talk about their own experiences and to do their own research into the topic
- ▶ take behaviour and personalities into account when grouping students, e.g. sit a problematic student next to a patient, well-behaved student
- ▶ give clear instructions and check them too, e.g. ask check questions or give the instruction in English and ask a student to translate it. It's easy to think a student is misbehaving when in fact he/she didn't understand an instruction
- ▶ offer rewards for good behaviour, e.g. tell a problematic student that if he/she behaves well he/she can sit next to a friend in the following class. Don't forget to follow it through or you will lose credibility
- ▶ stick to small groups with lively classes
- ▶ move round the room as often as you can to impose your presence and authority. You will also be able to get a better feel for classroom dynamics if you do this and be more aware of your students' problems and abilities

- ▶ create a behaviour chart, e.g. reward good behaviour with gold stars or ticks. The student who has the most stars/ticks at the end of every week or two could be the official class helper. If you have to threaten, make sure you carry out your threat to retain credibility
- ▶ keep an eye on the time and on fast finishers. If an activity goes on for too long even usually well-behaved students will get restless
- ▶ be seen to be fair. This way you will win students' respect.

How to ... deal with correction

Correction of speaking and writing is the main way we give our students feedback. However, it can be demotivating if we over- or under-correct. Remember to:

- ▶ correct as much as possible during presentation and controlled practice of grammar and vocabulary
- ▶ allow your students to experiment with language during freer activities or general classroom communication without correcting all the time. They will necessarily make mistakes as they experiment with language. This is part of the metacognitive learning process
- ▶ be sensitive! For instance, use positive intonation and facial expression when saying *no*
- ▶ give the students time to self-correct as often as possible. This will give them a sense of achievement
- ▶ if an individual really doesn't know the answer and can't self-correct, don't give it yourself all the time. Sometimes ask: *Can anyone help?*
- ▶ make sure a student who got the answer wrong during controlled practice repeats the correct version before moving on
- ▶ make sure students copy down a correct version of exercises you have corrected in class
- ▶ provide encouraging comments when correcting freer writing and make sure students know what kind of mistakes they've made, e.g. grammar, vocabulary, word order.

How to ... deal with drilling

Drilling is your way of ensuring that all students have said the target language item. This teaches them how to pronounce a word or form a grammatical structure and helps them memorise it in a context. For example, there is a pronunciation drill in every *Let's Revise!* lesson which focuses on a particular sound in a fun context. Remember to:

- ▶ teach meaning before you drill so that repetition is meaningful
- ▶ use choral repetition first so you know all students have spoken; then ask a few individuals round the class
- ▶ give a clear model using intonation appropriate to the language item(s) and context
- ▶ reinforce clear instructions with gesture, e.g. use arm movement to show students they should begin
- ▶ make sure all the students have said the target language at least once
- ▶ correct errors. If you don't, your students may well repeat them in the future!

How to ... use realia

Realia are real-life objects you bring into the classroom, e.g. to teach 'apple', why not bring an apple? Using realia is memorable and helps engage the students. You can use realia to do lots of things, e.g. to present and recycle grammar and vocabulary or in story-based activities.

Use everyday objects you have at home or use the students' possessions such as pencil cases, rubbers, books and bags. Here are some ideas.

- ▶ Bring 'my things' realia to the class to teach and recycle 'my things' vocabulary from the Starter Unit. If you don't have everything, just one item makes a memorable difference, e.g. a favourite jacket.
- ▶ Use classroom realia to teach or recycle prepositions of place, e.g. *the pencil case is next to Maria's English book*
- ▶ Use sports-related realia to act as prompts for presenting or practising grammar. Write *He/every day* on the board, hold up a tennis racket and elicit a sentence from the class. (*He plays tennis every day.*)
- ▶ Use realia to play games, e.g. Kim's Game (see the **Games Bank** on pages 16–19).

How to ... use games

Games and other light-hearted activities, such as those in Fun Zone, are a very valid teaching tool. Games shouldn't just be something we do to spend the last five minutes of class, but should be an integral part of our lesson planning over time. This is because they provide meaningful, motivating contexts for language practice. Here are some points to bear in mind.

- ▶ Make sure your rationale is very clear. Ask yourself why you are playing the game. Common reasons include: to practise or revise a structure, to review vocabulary, and to improve your students' listening comprehension such as their ability to follow

instructions.

- ▶ You may play a game as a warmer at the beginning of the class, or a settler to calm students down. Games don't have to be noisy!
- ▶ Think carefully beforehand about interaction patterns. Plan ahead!
- ▶ Give clear instructions. Don't forget to check them, e.g. *Maria, are you working with Bruno? (Yes, I am./No, I'm not.)* Use L1 if necessary.
- ▶ Don't let the game continue for too long or fast finishers will get restless!

How to ... use L1

As English teachers our objective should be to use the target language as much as possible for many reasons. For instance, speaking in English enables our students to develop their listening skills and is a great motivator. The teacher is the students' model and point of reference. However, it is sometimes practical to use L1 in order to:

- ▶ give complicated instructions
- ▶ give instructions to a weak class, although it's advisable to always give them in English first
- ▶ translate non-target vocabulary which comes up and you want to deal with it quickly
- ▶ translate key vocabulary to a weak class; again, always do it in English first
- ▶ quickly discipline students who misbehave
- ▶ find out more about your students and their opinions when generating interest, e.g. they may well not understand *Have you ever met a famous person?* Use English, though, wherever possible.

How to ... use the dialogues

All the dialogues in the *Students' Book* are recorded. They provide carefully structured contexts for language presentation, practice and revision. The teacher's notes provide lots of ideas for using them. Remember the basic principle of before – during – after.

Before

- ▶ Motivate your students to read/listen by introducing the topic first. For instance, you could use pictures, photographs, realia or play a game. Aim to provide them with an intrinsic (rather than teacher-set) reason to read.
- ▶ Check key vocabulary *before* you ask students to read/listen.

During

- ▶ Play the recording while students follow the dialogue. Don't worry about playing the recording

two or three times. Some classes need more support than others.

- ▶ Get students to do the exercises suggested by the *Students' Book*, e.g. gap-fill exercises or information transfer.

After

- ▶ Ask the class to do the exercises set afterwards to check comprehension, e.g. true/false questions.
- ▶ Allocate characters and have students read the dialogue for the group.
- ▶ Divide students into groups and have them practise.
- ▶ Ask groups to perform for the class.
- ▶ Get the students to act.
- ▶ Have the students make up similar dialogues featuring themselves.

How to ... keep students' attention

- ▶ Think carefully about how long you want to spend on each activity. A greater number of shorter activities usually work better than fewer longer activities. Pace is crucial!
- ▶ Speak clearly so all the students can hear you, and at a pace which students will be able to keep up with.
- ▶ Vary activity types where possible in order to maintain the students' curiosity.
- ▶ Think carefully about the stage of the lesson you choose for each activity. For instance, an individual writing activity isn't appropriate as a warmer at the beginning. A game or other activity in which the whole class are involved would work better.
- ▶ Play quiet music while students are working individually or doing pair/group work. This usually has a soothing effect, calms students down and improves their concentration levels.
- ▶ Tell students if you want them to work individually, or in pairs or groups **before** you give them any further instructions so you know they're concentrating.
- ▶ Similarly, the teacher's notes sometimes suggest you tell students to close their books so they are concentrating on what you say, not looking at the book.
- ▶ When asking individuals questions, don't ask each student in turn in the same row. If you do this, they can prepare their answers or go to sleep! Choose students randomly around the room to make sure everyone is paying attention.
- ▶ Losing the attention of thirty students is a daunting prospect. If this happens, try clapping two or three

times as loudly as you can or bring realia to hold up such as an eye-catching hat. Another technique which works with some classes is silence. Wait until all the students are silent, however long it takes. Some teachers find it useful to count down out loud from twenty to zero. Encourage the students to join you. Whatever you do, don't shout, as you will lose the students' respect. The worst-case scenario is simply to continue working with those students who are listening and to deal with the others after the class.

- ▶ Don't confuse productive noise during group work with noise resulting from a loss of attention.

How to ... use *In this unit*

- ▶ After you have introduced the unit topic using the ideas in the teacher's notes, tell the students to read the *In this unit* box and translate if necessary.
- ▶ Ask students to work in pairs. Give them time to look through the unit and find the pages which deal with each point.
- ▶ Check page references with the whole class.
- ▶ You could quickly ask the students to tell you one or two things they know, if anything, about each subject, which will help you plan lessons of an appropriate level.
- ▶ You could ask the class which subject they are looking forward to the most.

How to ... teach vocabulary

The teacher's notes give you plenty of ideas about how to go about teaching the vocabulary in the *Students' Book*. Here are a few points you may like to consider.

- ▶ Make sure you know which of the target vocabulary in the book is probably new to your students and which they may have met before. This affects how quickly you move on to the practice stage.
- ▶ Use the pictures and photos in the book, flashcards, realia and the students themselves to teach the target lexical sets, e.g. use a tall student to teach *tall*.
- ▶ Always try to elicit words if you think your students have some knowledge. This is motivating for them.
- ▶ Remember to teach meaning first. Then make sure all students have said the target word at least once before you write it on the board or show it to them in their *Students' Books*.
- ▶ A way to help students say words correctly is by marking stressed syllables when you write the word on the board.

- ▶ Don't try to introduce too much vocabulary at the same time as you will overload your students. Six or seven completely new words are plenty. If your students already know some of the words, increase the number.
- ▶ Give students plenty of practice so they can integrate the new words into their vocabulary. Understanding a word is very different from being able to say it and use it appropriately.
- ▶ You could play a short game as a warmer in one lesson to recycle vocabulary taught in the previous one.
- ▶ Non-target words come up regularly in class. Translating is an efficient way of dealing with these. Why not ask different students each class to be responsible for copying these new non-target words from a 'new words' section on the board onto pre-prepared pieces of paper. Have them write the translation on the back of the paper. Put all the papers in a bag and keep it in the classroom. You could ask fast finishers to take some words from the bag and test each other throughout the course. One student says the English word and the other gives the translation or vice versa.
- ▶ For stronger classes use the *Discover 5 extra words* feature which allows students to find more words on the page and then provides practice for them in the *Workbook*.

How to ... exploit the cartoon story

The teacher's notes contain lots of practical ideas to help you deal with *Adventure Island* cartoon story. Here are a few points to remember.

- ▶ Always ask the class what they can remember about the story so far before you begin each new episode. This recycles language and will motivate them.
- ▶ Exploit the pictures in each story to the full to recycle known vocabulary and teach new vocabulary where appropriate.
- ▶ Don't forget that you don't need to formally focus on every piece of new language. It's important to get students used to using the context to work out meaning.
- ▶ After the students have read/listened and completed the comprehension questions, you have lots of alternatives. For instance, divide the class into as many groups as there are roles. Play the recording again and have them repeat their lines. You could put them into groups to practise. Have them act if you have the space! If you have time, ask one or two groups to perform for the class.

How to ... use the revision pages

- ▶ Remember that the revision pages are not a test. You may like to ask the students to work individually, but you could also consider asking them to do some exercises in small groups.
- ▶ Why not create an element of competition? Ask each group to choose a group name, and write the names on the board. Give points for correct answers.
- ▶ Write *Students' Book* page numbers on the board for each revision exercise so students can refer to material. It is very important to give them the chance to reprocess and remember language they have, or may not have, learned.
- ▶ Look at your register to ensure students who missed a lot of material for any reason are working with a student who has attended all the time so he/she can help.
- ▶ Make sure you provide students with a correct written record of all writing exercises by writing answers on the board or having students do so.
- ▶ *Using the checklist:* Self-evaluation will most probably be new to your students, depending on your school/cultural context. Do it orally with the group the first two or three times. Draw the different faces from the checklist on the board. Use L1 if necessary to ask the class about the subjects on the checklist, e.g. the past simple (see Unit 3e page 38). Ask for examples. Then get them to decide which face applies to them and to copy it into their books, then speak to the class about their answers. Students of this age usually know what they think, but need help explaining why. Ask open-ended questions, e.g. *Why do you think it's easy/difficult?* and persist during the year. Possible answers in this case may be: *It's easy because I like it./It's difficult because I wasn't in class.* You may find you obtain more information than you first thought, which is very useful for planning lessons.

How to ... use the CD player

- ▶ Make sure you know how your equipment works!
- ▶ Check the track numbers you will need before the class starts and set up the machine beforehand if possible. Track numbers are clearly marked on the *Students' Book* page, e.g. 2.10 means use CD 2 track 10.
- ▶ Make sure you have listened to the track(s) yourself first.
- ▶ Give clear instructions before you play the CD. Don't compete with it!

- ▶ Make sure all the students can hear it. If it's too loud, the sound may be distorted.
- ▶ To avoid interruptions, always ask students if they have any questions before you begin.
- ▶ Make sure students understand they can't ask you anything or speak while the CD is playing.
- ▶ Last but not least ... if it doesn't seem to be working, check that the leads are in place, and that it's turned on!
- ▶ If you have a technical problem that you can't fix, simply read the tapescript yourself. You could ask a strong student to help.

How to ... use projects, class surveys, wall displays and class collages

Projects, class surveys, wall displays and class collages are very important as they help to make learning memorable and help engage students of this age. In *Discover English 2* there are many examples of this, for example there's a project in every *Discover Culture* lesson. Here are some ideas.

- ▶ Choose topics that relate to your students' interests. Possible subjects may include: favourite actors/actresses, animals, eating habits, weekend routine, likes and dislikes and favourite kinds of music.
- ▶ Always plan ahead, e.g. if your school has computer facilities with internet access which will enable your students to do research for a project, book them well in advance.
- ▶ Keep a picture box in the classroom or school. Ask your students to bring magazines or print off pictures from internet that relate to the current English topic and to leave them in the box.
- ▶ Make sure you have sufficient material resources for collages and wall displays, e.g. card, glue and crayons.
- ▶ Enlist the help of colleagues who teach other subjects to give a cross-curricular angle to projects and surveys. For instance, your students could design and carry out a questionnaire about eating habits in English in the English lesson, but analyse and write up the results/draw charts and graphs to represent them in a maths lesson.
- ▶ If possible, create a permanent display area somewhere in the school or classroom. Set up a rota of students to share responsibility for keeping their English corner tidy.

How to ... use tests and self-evaluation

- ▶ Using the tests after each unit is a good way of gaining more formal feedback about your students' progress.

- ▶ Make sure you have covered all the material on the test you intend to use. If not, adapt it using the *Testmaster CD-ROM*.
- ▶ Use the tests after your students have done their self-evaluation so the self-evaluation reflects their perceived progress rather than the test result.

Discover English Games Bank

Games don't have to involve hours of preparation. Some of the following ideas involve none at all, or are largely student-prepared.

I-Spy

Aim: To revise known vocabulary.

Stage of the lesson: Any.

Organisation: All possible. Play this with the whole class the first time.

Preparation: None.

How to play:

- Choose a known object in the classroom all the students can see, but don't tell anyone, e.g. bag.
- Say to the class: *I spy with my little eye ...* (pretend to look around the room) ... *something beginning with ... B.*
- Invite guesses, e.g. *Book*. Ask for complete sentences to stretch strong groups, e.g. *Is it a book?* Make sure the students put their hands up before they guess.
- The winner guesses the word you were thinking of (*bag*). It's now his/her turn to say *I spy with my little eye ...*

Pelmanism

Aim: To practise new vocabulary or to revise. It's best to use lexical sets.

Stage of lesson: Any.

Organisation: Groups of three or four students.

Preparation:

- Choose a lexical set, e.g. animals.
- Give each group twelve small pieces of paper. Tell the students to draw a different animal on each.
- Then give the students twelve more pieces of paper and have them write the name of each animal they have just drawn on each piece, to create a matching pair.

How to play:

- All cards are placed face down.
- Tell students to take it in turns to turn over two cards at a time. If they turn over a matching pair, they keep it and have another turn.
- The winner is the student with the most pairs at the end.

Battleships

Aim: To revise vocabulary.

Stage of lesson: Any.

Organisation: Pairs.

Preparation:

- Draw a blank grid like the one below. Copy two for each student in the class.

	1	2	3	4	5	6	7	8	9	10	11	12
A												
B												
C												
D												
E												
F												
G												

- Choose a known lexical set e.g. rooms or furniture. Write Student A and Student B on the board. Write six words from the chosen set next to student A and six different words from the same set next to student B.
- Divide the class into pairs of A and B. Give each student two blank grids. Have them write their words anywhere they like on one of them, like the one below.

Student A

	1	2	3	4	5	6	7	8	9	10	11	12
A												
B		t		s	h	o	w	e	r			
C		a					i					
D		b	a	t	h		n					
E		l					d	e	s	k		
F	b	e	d				o					
G							w					

How to play:

- Students ask each other in turn for letters and numbers to find out what their partner's words are, and fill them in on their blank grid, e.g. Student B: *What's D4?* Student A: *It's t.* (Student B writes *t* in square D4 on his/her blank grid.)
- The winner finds their partner's words first.

Bingo

Aim: To revise vocabulary or numbers (comprehension).

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- Draw a simple grid on a piece of paper with three columns and three rows.
- Copy one for each student in the class.
- Choose a lexical or numeric set, e.g. sports or numbers one to twenty. Make a note of it for yourself.
- Give each student a grid and have them write one word or number from the lexical set in each square. It's important they do this individually so their grids aren't the same.

How to play:

- Read a word or number from the chosen set. Tell students to cross it out if they have it.
- Repeat the process. Cross the words off your list as you say them.
- Tell students to put their hand up and say: *Line!* when they cross off all the items in a row.
- Tell the students to put their hand up and shout: *Bingo!* when they cross off all their words. Check the winner's card against your list to make sure he/she really is the winner!

Chinese Whispers

Aim: To develop listening skills

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- Prepare a short list of target words or sentences, e.g. *I've got a dangerous dog called Dan.*

How to play:

- Whisper the word or sentence to a student.
- Tell the student to whisper the word/sentence to the person sitting next to him/her.
- Continue until all the students have whispered the same word/sentence to each other. Ask the last student to tell the class what he/she thinks the word/sentence is.
- So students don't get restless while they are waiting, you could start passing round two or three more words/sentences at the same time. Don't do too many at once or it will get confusing!

Kim's Game

Aim: To consolidate/revise vocabulary and develop memory/observation skills.

Stage of lesson: Any.

Organisation: Whole class and small groups of three or four.

Preparation:

- Bring twelve to fifteen known objects connected to a topic or lexical set to class.
- Put them where all the students will be able to see them but then cover them so they aren't visible.
- If your students are already in the classroom, bring the objects with you on a covered tray as it's important they don't see them first.

How to play:

- Tell the class they have one minute to look at, e.g. twelve objects. They must try to remember as many as they can.
- Reveal the objects for one minute then cover them again.
- Ask small groups of three or four to write down all the items they can remember.
- Ask each group in turn to name an object. Write all the answers offered on the board whether right or wrong.
- Uncover the objects and check the answers until all objects have been correctly named. You could make this competitive and allocate one point per group per correct object.
- The next time you play, increase the number of objects to make it more challenging. You could also ask students to do this individually or in pairs.

Touch and Guess

Aim: To consolidate/revise vocabulary.

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- Choose between six and eight objects connected to a topic or lexical set and put them in a non-transparent bag. Bring material to use as a blindfold.

How to play:

- Choose a student and blindfold him/her.
- Give him/her an object from the bag to feel.
- Ask him/her to guess what it is, e.g. *Is it a rubber?*
- To make this competitive, ask students to work in groups and allocate points for correct guesses by group members.

Pictionary

Aim: To consolidate/revise vocabulary.

Stage of lesson: Any.

Organisation: Whole class or small groups.

Preparation:

- Write between eight and ten lexical items from a known set that students can easily draw, on separate slips of paper.

How to play:

- Ask two or three pairs of students to come to the board.
- Show one student in each pair the same slip of paper.
- Tell them to draw the word on the board. The first partner to guess the word is the winner. Continue with new pairs.
- If you decide to get students to do this in groups you'll need one set of prompt words per group placed face down. Tell students to take it in turns to draw. The student who is drawing should take the top prompt. The student who guesses first gets a point. You will need to allocate one student in each group to keep the score.

Grammar Practice Game

Aim: To practise a structure of your choice

Stage of lesson: Any

Organisation: Pairs

Preparation:

- Ask pairs to cut out nineteen small paper cards.
- Ask them to write a different irregular verb on twelve cards.
- Ask them to write personal subject pronouns *I/you/he/she/it/we/they* on the rest.

How to play:

- Students place the verb cards and the pronoun cards face down in separate piles.
- Students take it in turns to take a verb card and a pronoun card and to make a sentence in your chosen tense, e.g. past simple or present perfect.
- Their partner decides if it's a question, negative or affirmative sentence. Alternatively, have the pairs write twelve +/?/- cards too. The student saying the sentence takes one from a pile placed face down on the table to decide it's affirmative, negative or a question.
- Students get a point for a correct sentence.
- The winner is the student with the most points.

Noughts and Crosses

(Note: this game is called Tic Tac Toe in the USA.)

Aim: To consolidate/revise regular and irregular plural nouns.

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- Pre-teach or check: *top/bottom/middle/left/right*.
- Draw a grid on the board with three rows and three columns, making a total of nine squares.
- Choose nine irregular past simple verbs.

How to play:

- Divide the class into two halves, the noughts (O) and the crosses (X).
- Decide which group will start; you could flip a coin and teach the students 'Heads or tails?'
- Ask one group to choose a square, e.g. the top right square.
- Say a singular noun and have one student give you the plural form, e.g. Teacher: *foot*. Student: *feet*. Ask the student to spell the word.
- Write the group's symbol (O or X) in the chosen square if the answer is correct. Pass the question to the other group if it's wrong.
- The winner is the first group to get a horizontal, vertical or diagonal line of their symbol.
- You can practise/review other grammar or structures too, e.g. have the students ask *What/Where/Who* questions or get them to spell target words.

Hangman

Aim: To consolidate/revise vocabulary or introduce a topic.

Stage of lesson: Any.

Organisation: Whole class.

Preparation: None.

How to play:

- Think of a word, e.g. *elephant*, but don't tell the students what it is.
- Write a dash (–) on the board representing each letter.
- Ask a volunteer for a letter.
- If your word contains the letter, write it in the correct place(s).
- If it doesn't, write the letter on the board so the students know not to use it again, and draw part of a gallows. The students must guess the word before you finish drawing a gallows and a man.

Snakes and Ladders

Aim: Sentence correction.

Stage of lesson: Any.

Organisation: Whole class.

Preparation:

- Bring a dice to class.
- Draw a grid on the board with six rows and six columns.
- Randomly draw five or six snakes and five or six ladders of different lengths on the grid.
- Write *Start* in the bottom right square and *Finish* in the top left square.
- Prepare ten to fifteen sentences using known grammar and vocabulary containing errors, e.g. *He haves got a CD player/Did you was at the party yesterday?*

How to play:

- Divide the students into two teams and give each a simple name, e.g. *Benfica* and *Liverpool*.
- You could flip a coin to decide which team will start.
- Ask a student to roll the dice. Count the number of squares to be moved and write the team name in the relevant square, e.g. if a Benfica student throws five, write *Benfica* in the fifth square from *Start*.
- Every time a team lands anywhere on a ladder, write a sentence on the board containing an error. Choose a volunteer to correct it. If he/she does so successfully, the team moves to the top of the ladder, nearer *Finish*. If not, there is no change.
- Every time a team lands anywhere on a snake, repeat the same procedure. However, if the chosen student can't correct the sentence, the team slides to the bottom of the snake, nearer *Start*. If he/she can correct it, there is no change.
- The winner is the first team that arrives at *Finish*.

Hot Seat

Aim: To recycle or consolidate vocabulary.

Stage of lesson: Any.

Organisation: Whole class.

Preparation: None.

How to play:

- Invite a volunteer to come to the front and to sit on a chair facing the class so he/she can't see the board.
- Choose a word, e.g. *beach*. Write it on the board.
- Different students say individual words associated with the word on the board to help the volunteer guess it. The students can't mime, make noises or say sentences!
- If the student correctly guesses the word, he/she has another turn. If he/she can't, another student comes to the front. Allow a maximum number of verbal clues, e.g. ten.
- Alternatively, divide the students into two teams and follow the above procedure. Only students from the volunteer's team can give clues. If the volunteer correctly guesses the word, another member of his/her team has the next turn and the team gets a point. If the volunteer can't guess, a student from the other team comes to the front.
- The team with the most points wins.